TEACHER'S DAILY REGISTER

No. 20

"Welch's Unrivated Series of School Records"

W. M. WELCH & CO.

PUBLISHERS, MANUFACTURERS AND DEALERS:

School Records, Blanks, Hxxxnination Papers, Diplomas, Maps, Globes, Crayons, Brasers, Black Boards, Ink, School Furniture, Mtc.

169-171-173 RANDOLPH STREET,

CHICAGO.

TO THE TEACHER:

The following suggestions and forms, if carefully followed, will conduce to uniformity and system. Originality is good in its place, but in the keeping of School Records, it is not well to change established forms without good reasons:

SAMPLE PROCRAMME FOR STUDY AND RECITATION.

RECITATION PROGRAMME			STUDY PRO	GRAMME	
Recitations	Time	Study-a	Study-b	Studyc	Study-d
Opening Exercise d Chart Class c Arithmetic b Reading a Arithmetic c Recess c Reading d Numbers b Arithmetic a Language NOON *News, Facts, etc. d Chart Class c Language b Language a History and Geography Recess c Geography	9.10— 9.60 9.20— 9.35 9.85—10.00 10.60—10.25 10.30—10.45 11.05—11.15 11.15—11.35 11.50—11.55 12.00— 1.00 1.00— 1.10 1.10— 1.20 1.20— 1.40 1.40— 2.00 2.00— 2.30 2.30— 2.45	Arithmetic Arithmetic Arithmetic Recess Language Language History Noon History Geography Geography Recess	Arithmetic	Arithmetic Reading. Reading. Recess. Language Language. Language. Noon. Geography Geography Map-Drawing Recess	Numbers. Busy Work. Recess. Drawing Busy Work. Busy Work. Noon Numbers. Writing. Writing. Recess.
Writingb & c Geography. a Reading	3.00— 3.15 3.15— 3.30 3.30— 3.50	Reading	Map-Drawing	Map-Drawing	Numbers. Numbers.

*For general lessons at this hour each day, the teacher may give the important news from a good daily, or read a selection from some primary science work, give a talk on great men, selecting one for each day, on ocean currents, volcanoes, geology, botany, zoölogy, easy experiments in natural philosophy, great inventions, how iron is made, how oil is procured, how gold and silver are mined, and many other subjects of interest and instruction.

PROCRAMMES-ARRANCE THEM FOR A PURPOSE.

Programmes should be so arranged that the mechanical studies—such as writing, mapdrawing, and general work—will come in the afternoon, and after recess when practicable. If pupils study as they should during the forenoon and the first session in the afternoon, they will not have sufficient energy left for bright, wide-awake study during the last session, and the time can be more profitably spent in work that takes time but requires little thought.

TWO VITAL POINTS IN EDUCATION.

First. Lead Pupils into Habits of Study that will beget a Healthful Growth of the Mental Faculties.

The committing of facts does not necessarily scenre mental development or increase mental power. The process of acquiring knowledge may do the mind more harm than good. "O, yes, you mean superficial study." I mean nothing of the kind. I refer to the method, character and habit of mental action. "Hard" and "thorough" study, so-called, sought after by earnest teachers and performed by faithful pupils, often does more harm than good. As is well stated in Welch's "How to Study." "Most of our hard-working, faithful students become the merest mopes—sheer plodders, stultified book-suckers. They learn by rote; originality is dwarfed. Their process of education is one of mere committing, "thorough" though it may be. Instead of the healthful assimilation of knowledge which begets mental power, we find only the impressing and branding of facts in the form of spoken or written word-symbols, which though the pupil reproduce them in faultless language, are still mere impressions, undigested and unassimilated—a thing apart from the mind itself, which not only does not beget power, but becomes mere lumber and trammels the mind's productiveness and originality."

The wrong habit of study, however thorough, hard and faithful the work, may do, nay, often does do more harm than good. The result is, we find stultified, moping, plodding habits of thought where we ought to find bright, active, vigorous, original, keen, healthy minds. The boy can't solve the simplest problem in his father's business if it happens to contain some new condition not found in the book or not fitted to case and rule. More attention must be given to the manner and method of study and habit of thought. Pupils must be trained "How to Study."

Second. The DEVELOPMENT of CHARACTER is of more importance than the learning of books.

To cause pupils to grow in honesty, truthfulness, purity, unselfishness, nobility, integrity, love and honor is of far greater importance than to teach them Arithmetic, Grammar, and the rest of the common branches. And yet our schools spend nine-tenths of the time in acquiring a knowledge of the books, while Character Building is touched only incidentally in a general way, or not at all. How much Arithmetic, Grammar, or Geography would pupils catch "in a general way?" The Sciences would have to become more contagious than now "to be caught in a general way." But Character Building, the Development of Manhood and Womanhood, the weeding and pruning of the vices and watering and sunning of the virtues, the drawing out and building up of the character and affections—that part of pupils' nature which is all we respect and honor and love in actual life—that which makes men good citizens, honest business men, loyal in the family relations, true as friends—this must not be left to chance in our schools. It must not be left to a crude form of irregular "general instruction." It is worthy of a daily recitation and daily systematic drill—side by side with other branches. It should be made the most important study in our schools.

A recitation in it should be given daily. The drill should be scientific, close, systematic. Not until the teacher can make a Character chart of every pupil in his school and give him his per cent, in honesty, truthfulness, generosity, frankness, integrity, etc., and their opposites, has he begun to study their natures systematically so as to root out tares and sow wheat.

You ask, "how to do this work?" Every teacher can do it. There are good books outlining the subject; for example, Welch's "How to Study." And similar books. Any teacher who realizes the importance of this work can find a way to do it. If you appreciate this work, write me and I will take pleasure in helping you to set it on foot in your school. Let it not be said of any of our pupils hereafter, "They have committed the facts of the books, but can't use or apply them in solving the problems of life that each day brings," or "They have learned the common branches very well, but are untruthful, unloved, impure—in character, meaner than when they entered school."

For teachers who have Welch's "How to Study" it will be helpful to note

A Few Suggestions on Conducting a Class in "How to Study."

Suppose we take Lesson I.—Activity and Vigor of Thought. Pages 9 and 10.

- 1st.—Pupils read section 1, each reading one paragraph, all the class having books open.
- 2d.—All pupils close books, except one who reads the first paragraph, and then some pupil in the class is called on to give the subject of the paragraph just read. This exercise is continued over each paragraph of the lesson.
- 3d.—Some pupil of the class gives the substance of the whole lesson in his own language.
- 4th,-Teacher and pupils ask questions on points in the lesson and freely discuss topics suggested by it.
- 5th.—The teacher assigns the lesson to some pupil to write up the substance of it in his own language, and enlarge upon it, his essay to be read before the class at the close of the next day's recitation.
- 6th.—One or more pupils are assigned the work of bringing in selections from different authors, bearing on the topic of the lesson, and reading them before the class after the essay is read.

The order of work is followed in each lesson with such variation or modification as each teacher's tact may devise. The aim should be to make each recitation pleasant and the discussion free and enjoyable. The original essay, on former lesson and general supplementary reading, comes at the close of each lesson. I will take pleasure in corresponding with you about this work if you are interested.

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W. M. WELCH, Garden City Block, Chicago.

TEACHER'S DAILY REGISTER

ARRANGED FOR THE USE OF

PRIMARY AND GRADED SCHOOLS

Welch's Series School Records

ARRANGED BY

W. M. WELCH, A. M.

AUTHOR OF

Classification Record and Course of Study for Country Schools, Institute Records, Reporting Blanks, How to Organize,
Classify and Teach a Country School, Teacher's Memory, Gems, How to Study, etc.

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169-171-173 RANDOLPH STREET,

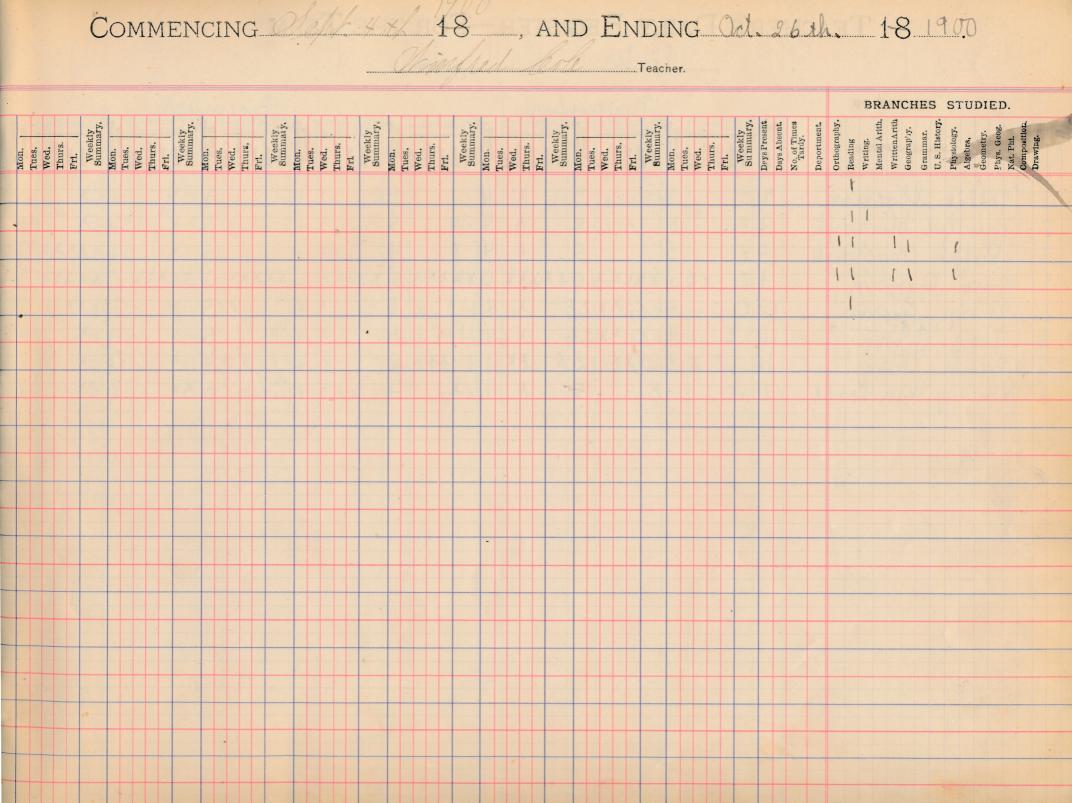
CHICAGO.

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9 Vinfred Cole Teacher.

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COMMENCING Sept. 3, 18901, AND ENDING Oct. 25, 181901. Miss Carrie a. Rix, Teacher. BRANCHES STUDIED. Orthography.
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Grammar.
U. S. History.
Physiology.
Algebra,
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COMMENCING Mov. 11, 181901, AND ENDING Mar. 4, 181902.

Miss Carrie a Tix Teacher. Weekly Summary.
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12	Harvry Froman	7				8		5		20	5			5			4	20		5			5			5
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COMMENCING Mar. 17, 190218, AND ENDING June 11, 18,1903.

Miss Carrie a. Rix, Teacher. BRANCHES STUDIED. Weekiy Summary, Mon. Tues. Wed. Thurs. Orthography.
Reading
Writing.
Mental Arith. Weekly Summary.
Mon. /6
Tues. /7
Wed. /8
Thurs. /8 Weekly Summary.
Mop. 3.5
Tues. 2.4
Wed. 2.5
Thurs. 2.6 Weekly Summary. Days Present. Days Absent. No. of Times Geograp'ıy. Grammar. U. S. History. Weekly Summary.
Mon.
Tues.
Wed.
Thurs. Weekly Summary. Mon. Tues. Wed. Thurs. Weekly Summary.
Mon. Tues. Wed. Thurs. Fri. Weekly Summary.
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Fru. 6 Deportment Physiology. Beometry. XXX 2XX XXXXX XXXXX XXXXXX 3 09 District XXXXX 3 OXXXXX XXXXXXX XXXXXOXXXXX

Fall Term.

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6	Geneviere "	11	8×3		4		X	4			5			5	X	X	3			5			5		X	4
2	Harvey Framon	8	9		5			5			5			5		Lo	ı	5		5			5			5
2	albert Gorham	7	8		5			5			5		7	5			E			5	1	15	5		10	5
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4	Luly Lindsley	9	5	X	4		XX			XX	3		XX	3			X	XX		3			5			5
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COMMENCING Sep 9, 1902 18, AND ENDING Nov. 28, 18 1902

Windred Cole Teacher.

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COMMENCING Nov. 9, 190218, AND ENDING Man. 27, 18 1903. Perinfred Cale Teacher. 4 1/2 XX 3 xxx 2 xxxxx 0 10

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1	albert Gorham	8	11	111	5	11	11	H.	11	11	4			1	11	11	5	7-1	7-1-1	5	/	111	1	7	111	11	5
2	Harry Fromay	9	11	111	5	11	111	4	11	11	4				11	11	5	11	11	15	- / /	1 1 1	1/	5		11	5
3	RalphtMourdyk	8	11	11	H	1,	1//	4	11	11	4				11	11	5	1-1	//	15	- ///	111	// .	5	111	11	5
4	Eska Fromdu	5	11	111	5	11	11	4	11	1/	4			1	11	11	5	11	11	5	1/	1/1	1	5	111	11	5
5	Lester Hackley	6	11	111	5	11	11	4	11		2			1			0			0	11	1/	. 2	4	1 1		3
6	Ruth Glildet	6	1	111	5	11	//	4	11	11	4			/	11	11	5	1/	111	5	1	///	13	5	1/	11	5
7	Glain Hackley	9	11	111	5	1 }	1/2	34	1 1	11	3½	1					1	11	1//	5	1//	1/2/	14	12/	11		3
8.1	Thillip whank	15							11	11	4				t	11	3	1	1-1	3	1	1/		2	1//	1.	4
9	LululLindslay	10	11	111	5	11	//	4.	11	11	4			/	11	1.1	5	1	111	14	1	111	13	5	111	11	500
10	May gie Ludslay	14	11	111	5	11	1/	4	11	11	4			/	11	1/	5	1	111	4	//	1/1	15	5/	11	11	5
//	Mathie Ludsly	15	11	111	5	11	11	4	11	11	4.			/	11	11	5	1	111	14	11	1//	13	5/	11	11	5
12	Eva Lindslay	12	11	1-11	5	11	//	4		11	2				11	11	5	1	1/3	14	11	1//-	13	- /	11	1//	5
13	Geneveier Morray	12	11		3	11	11	4	11	11	4			1	11	11	5	11	11%	5	//	1//	15	-	11	11	5
141	Blauch Newkirk	8			,												0			0	11	1//	15	- /	11	11	5
15	Marel A ackley	12	1/	11	4	11		2	1	//	3			1			./	11	11	4	//	//	15	- /	11		3
16	Leta Hackley	14			3						0									.0			0	6			0
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,_	Jalph Glidden	2																									
18	Edward Greening	10			1			•																			
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BRANCHES STUDIED. Weekly Summary.
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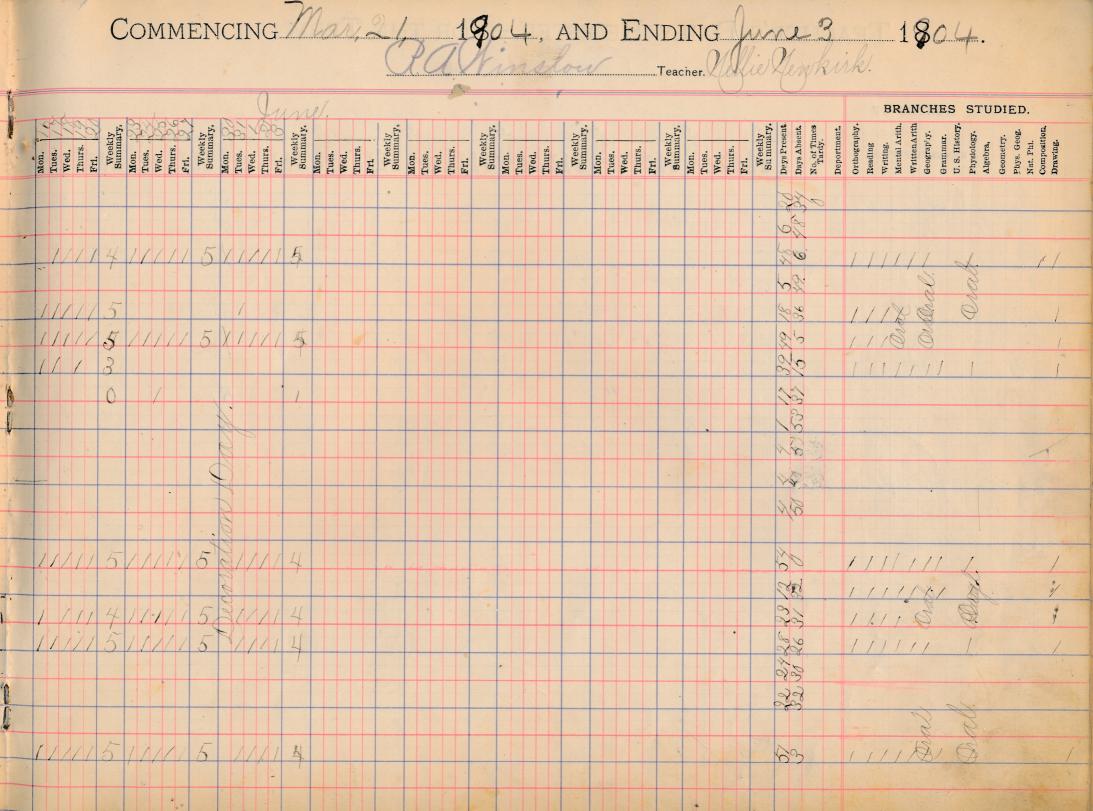
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1	albert Gorham	9	111	1	5			11	11.	15	11	11	4	11	111	5	1	11	14	11	11	15	11	111	5
2	Harvey Froman	9	111	1	5			1	61	4	11	11	4	11	111	15	11	11	15	11	11	15	11	111	5
3	Palht Merdyk	9	111	1	5	1/2		as	fel	m	10	n	ac	co	in	1-01	RUL	In	ess	1		12	11	111	5
4	Enra Froman	5				18							,			0							1		
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61	Ruth Glidden	6					L	Die	d	m	07	1	at	tes	na	1	de	in	in	2	(1)	in	ut	en	
1	Elzir Hackley	10	11/	1	5	13		11	111	15	11	11	14	11	///	15	111	111	15	1/	11	15	11	11:1	5
8	Phillip Johnam	15				1/6		11	10	he	d	/)	ho	m	1	12	KS	TR	ic	1		1.7			
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10	Maygie Lindslay	15	1	Approximate	2	R		11	111	15	11	11	4	11	1	3				11	1	4	11	111	5
11	Markie Lindslay	16	111	,	4	3		11.	//	15	11	11	4	11/	1	13	11	111	14	1		1		-///	3
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15	Mabel Stackley	13	1	1	3	2		11	11/	15	1,1	11	14	11/	111	5	1		1	- Contractor		1	16	1/4	5
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18	Eddie Greening	10	///	1	5	1		1-/	1/	15	11	11	14	11	11.	15	18	11	15	1/	11	15	/	111	14
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20	Maurice Johnson					13		11	1/2	15	1//	11	4	. /	111	H	1	13	15/3	///	1	14	1/1/	1	3
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6 Le Roy Deffries!	5.	8/	11	1	5	//	1	/	4		11	1/2	31/2	1	1/	//	5	/	//	1/	5	1	发 /	71	14	12,1	, 1	11		4	1	1		2)
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. 5	LeRoy Deshies	6			5	, , ,	111	0			5		N'i	14												
6	Blanch Ourokisk.	10			5			5			5			1											-	
- 7	mildred Tyson.	7			5			5			5			1												
8	Majnard Tyson.	5			5			5			5		1	14												
9	Guy Jones	7			5			5			5		0	14												
10	Lester Hackley.	8			5			5		为	4/9		6	14												
- //	marquerite Hackley:	6			5			5			5		1	14												
12	Clair Hackley	11											7	14												
/3	Ruth Snow	1/			5			5			15		8	14									1			
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. 15	Era Lindsley.	14			5	11/	///	0			0		1	14												
16	Lula Lindsley.	12			5	1	///	1			0			14												
0/7	Ree newkist.	6			5			5			14		6	4												
18	annabelle Farrell.	7			5		1	4			5		12	1												
19	John Farrell.	5			5		1	4			5		1	1.4												
80.	Annabelle Farrell. John Farrell. Gladys Sparks.	10			8	9		5		11	13.		2	1												
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MONTHLY SUMMARIES.

As Monthly Reports are legally required in some States and by some District Boards in others, this space is assigned as a convenient place of record.

Montin ending 29-2012, 98 th. 1900 189 Number of days taught Grand Total No. days attendance Average Daily Attendance No. of Pupils Enrolled Total No. Different Fupils Enrolled during School Year, up to date Teacher.	Month ending CLL 2.6 th. 1910 189 Number of days taught. 2.0 Srand Total No. days attendance 4.0 Average Daily Attendance 4.0 No. of Pupils Enrolled 7.074 Total No. Different Pupils Enrolled during 8.000 Year, up to date-	Month ending Number of days taught Grand Total No. days attendance No. of Pupils Enrolled Total No. Different Pupils Enrolled during School Year, up to date Teacher.	Month ending	Wonth ending
Month ending Number of days taught Grand Total No. days attendance Average Daily Attendance No. of Pupils Enrolled Total No. Different Pupils Enrolled during School Year, up to date School Year, up to date	Month ending Number of days taught Grand Total No. days attendance Average Daily Attendance No. of Pupils Enrolled Total No. Different Pupils Enrolled during School Year, up to date School Year, up to date School Year, up to date	Month ending. Number of days taught. Grand Total No. days attendance. Average Daily Attendance. No. of Pupils Enrolled Total No. Different Pupils Enrolled during School Year, up to date. School Year, up to date.	Month ending Number of days Light Grand Total No. days attendance Average Daily Attendance No. of Pupils Enrolled Total No. Different Pupils Enrolled during School Year, up to date School Year, up to date No. of Pupils Enrolled during School Year, up to date	Month ending 189 Number of days taught. Grand Total No. days attendance. Average Daily Attendance. No. of Pupils Enrolled 100 of Pupils Enrolled during School Year, up to date.

MONTHLY SUMMARIES.

As Monthly Reports are legally required in some States and by some District Boards in others, this space is a solice of record.

Month ending Mays taught Round Total No. days attendance Average Daily Attendance No. of Pupils Enrolled Fotal No. Different Pupils Enrolled during School Year, up to date School Year, up to date	Month ending	Month ending May taught Grand Total No. days attendance Average Daily Attendance No. of Pupils Enrolled Total No. Different Pupils Enrolled during School Year, up to date School Year, up to date	Month ending AMMMA 1859 Number of days tayaht Grand Total No. days attendance AMMMA No. of Pupils Enrolled Total No. Different Pupils Enrolled during School Year, up to date School Year, up to date	Month ending 1899 Number of days taught. M. L.
Month ending. Strand Total No. days attendance. Average Daily Attendance. No. of Pupils Enrolled Total No. Different Pupils Enrolled during School Year, up to date.	Month enaing. 189 Number of days taught Grand Total No. days attendance. Average Daily Attendance. No. of Pupils Enrolled Total No. Different Pupils Enrolled during School Year, up to dats.	Month ending	Month ending	Month ending

LIST OF TEXT BOOKS USED.

BRANCHES TAUGHT	No. of Pupils	TEXT BOOKS USED	Designating Letter	WHEN ADOPTED	NAMES OF AUTHORS	No. of Books
			A B C			
			В			
			Co			
			D			
			E			
			F			
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LIST OF GRADUATES.

(OR ROLL OF HONOR.)

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	Month	Day	NAMES	Month	Day	NAMES	Month		
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REGISTER OF VISITORS.

SCHOOL OFFICERS AND OTHERS.

	DATE			Reserve and the second	
Month	Day	Year	NAME	RESIDENCE.	REMARKS
nov. Dec.	29	1899	Mrs. Emma Page Miss Gertrude Inow, Eva Ruth Inow,	Ashtemo, Mich.	
5)	"	/)	Eva Kuth Snow,	. 77	
Sept.	13,	1900	Mrs. J. J. heale Earrie Rix	South Haven mich. mattawan mich. Rix mich.	
May.	29	1904	Miss Susie Born Mr. Roy Winslow. Mr. Sarafverman. Mr. J. H. Huzard.	Kalamazoo, Mich. Oshtemo Mich. Kalamazoo, Mich.	
					The second secon

Daily Programme of Recitation and Study.

	From			.189 , to	189 .	-		Teacher.	
BE	GIN.	TIME.	CLASS I.	S&ASS II.	CLASS IN.	CLASS IV.	CLASS V.	, CLASS VI.	
Hour.	MIN.	MIN.							
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				MARKET AND ALL			Service and the service and th		
						97'			

Daily Programme of Recitation and Study.

	From			.189 , to	189 .	-		Teacher.	
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Hour.	MIN.	MIN.							
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FORM FOR KEEPING THE REGISTER.

TEACHER'S DAILY REGISTER—FOR THE TERM COMMENCING MAY 20th, 1893, AND ENDING JUNE 21st, 1893.

SPRING TERM.

JOSEPHINE HARRISON, TEACHER.

	MONTHS OF							MA	Υ.						in a	8 4							JUI	NE.								nce	bsent.		9 4	В	RAN	CHI	ES S	STUI	DIEI).	
Number.	NAMES OF PUPILS.	Date.	Mon.	Tues.	Wed.	Thurs.	24 :i.a.	Weekly Summary.		Tues.	29 Red.	Thurs. 8		Weekly Summary.	Mon.	4 res.	Wed.	Thurs. 9	Fri.	Weekly Summary.	Mon. 01	Tues. 11	Wed.	Thurs.	- laloo	Summary.		Wed.		A	Weekly Summary.	Total Attendance in Days.	ays A	Deportment.	Reading.	Writing.	Orthography.	Arithmetic.	Grammar.	Geography.	U.S. History.	Algebra.	Geometry.
1	Frank Jones	11	E		206		1	4.5						5	1			1000		4.5	esti Bale		x	A		4			1	3	5	23	2	90	*	*	*	*	*	*			
2	Thos. Daniels	9	E					5					e de	5	10e	X ·				5	301					5					5	25	e	100	*	*	*	1000		*			
3	Sarah Deane	12	E	N. C.		x	1333	4					192	5	100				75.75 75.75	5			1	1		4)	(X				3	21	4	80	*	*	*						
4	John Lane	14			E			3			20		1040	5				1000	20 1	5	x					4					5	22	1	100	*	+	*	*	*	*	*	*	
5	Eliza Bane	10		351					E			0 .3	X	4	97			100		5						5					5	19	1	100	*	*	*	*	* .	*			
6	Henry Adams .	8				7						E	A FOR	2	15		10	X		4	x		10e	x	x	2					5	13	4	60	*	*	*						

In the above form the record is given of the attendance and punctuality of six pupils during a term of five weeks. E indicates the day on which the pupil ent the school. \ indicates absence in the forenoon. / indicates absence in the afternoon. Small figures in the upper half of the space indicate the number of minutes late in the forenoon, and small figures in the lower half the number of minutes late in the afternoon. e after the small figures signifies that the tardiness is excused. The absence of marks indicates that the pupil was present the entire day. The studies pursued by each pupil are marked with a (*) in the space opposite his or her name, and under the proper division of branches studied. The deportment of each pupil is marked in numbers, according to the general behavior of each—100 indicating the highest degree of excellence; 95, very good; 90, good; 80 to 90, medium; 70 to 80, poor; less than 70, very poor.

The record shown in the above formula is thus explained, viz.:

Frank Jones, aged 11, entered school Monday, May 20th, was 20 minutes late (tardiness excused) in the forenoon of Wednesday of the same week, was absent on Friday afternoon, was absent forenoon of Monday, June 3d and absent all day Wednesday, June 12th. Attendance, first week, 4½ days; second week, 5 days; third week, 4½ days; fourth week, 4 days; fifth week, 5 days—total attendance for the term, 23 days; number of days absent, 2. Deportment good—studying Reading, Writing, Orthography, Arithmetic, Grammar and Geography.

Henry Adams, aged 8, entered school Thursday, May 30th, was 15 minutes late afternoon of Monday, June 3d, and 10 minutes late forenoon of Wednesday, June 5th, absent all day Thursday, June 6th, absent all day on Monday, June 10th, Thursday, June 13th, and Friday, June 14th, was 10 minutes late (tardiness excused) afternoon of Wednesday, June 12th. Attendance, first week, 2 days; second week, 4 days; third week, 2 days; fourth week, 5 days—total attendance for the term, 13 days; number of days absent during the term, 4. Deportment very bad—studying Reading, Writing, and Orthography.

Thos. Daniel, aged 9, entered school Monday, May 20th, and was constant in attendance throughout the term. He was 10 minutes late in the forenoon of Monday, June 3d, but was excused for tardiness. His total attendance for the term was 25 days. Deportment excellent—studying Reading, Writing, Orthography and Geography.

The record of the other three pupils can easily be read by reference to the above explanations, and the teacher can very readily become familiar with the system which is thought to be as simple, and at the same time as clear and exact, as any in use.

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2d. To give special attention to character building. The teacher is led to carefully observe and methodically examine pupils in the Elements of Character, such as truthfulness, honesty, chastity, generosity, unselfishness, brotherly love, patriotism, valor, nobility, etc.; to note those whose lives are rank with the goitres of selfishness and the black weeds of impurity and meanness: to lead the pupils themselves to a realization of their defects and weaknesses and an appreciation of the virtues they possess or may attain, and to instruct and drill them. through the inspiration of noble thoughts and the emulation of noble persons, to become, day by day, purer, stronger, nobler boys and girls.

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